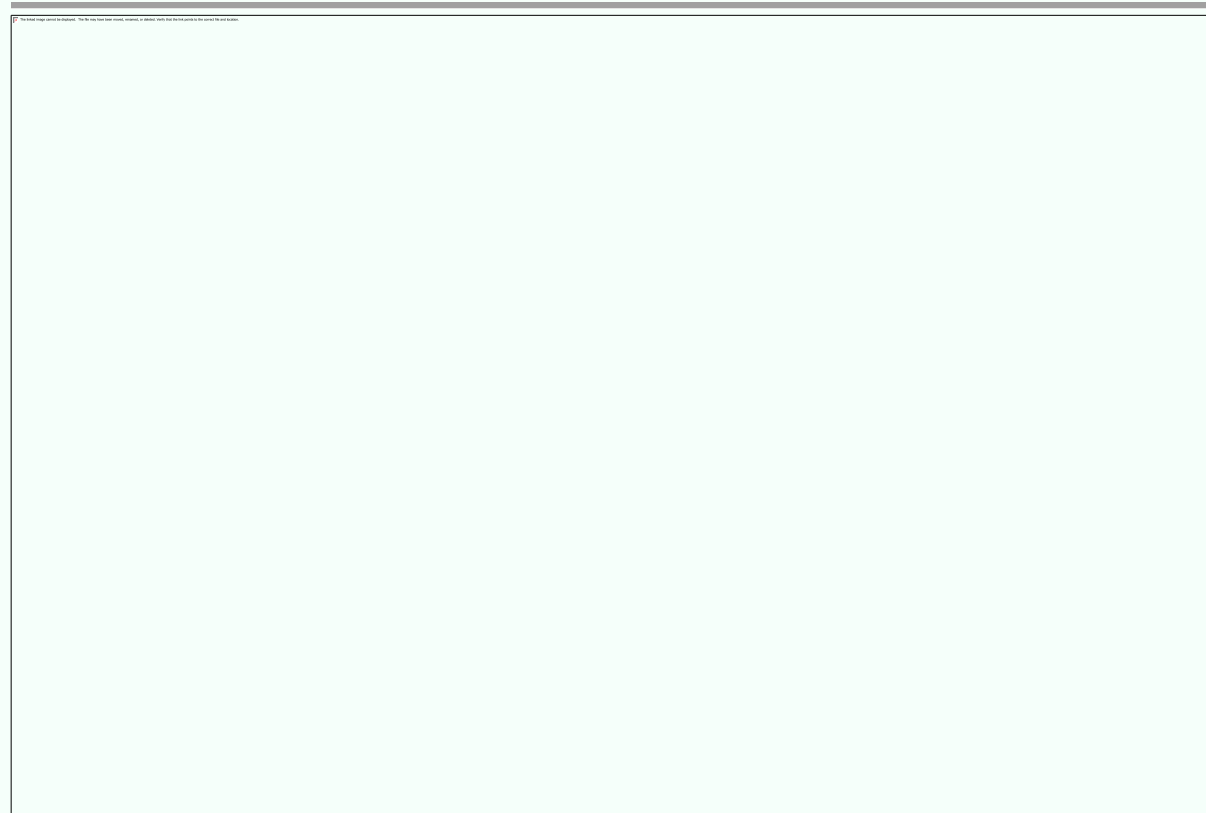


# 2019-2020

## EPP Master's Performance Report

### NC Central University

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#### **Overview of Master's Program**

North Carolina Central University's School of Education offers graduate programs leading to licensure in Educational Technology, School Administration, Special Education, Communication Disorders and Counselor Education. In collaboration with the School of Library and Information Sciences, graduate candidates can earn a degree and licensure in School Media Coordinator. In collaboration with the College of Behavioral and Social Sciences, graduate degrees with advanced licensure are offered in Family and Consumer Science and Physical Education.

#### **Special Features of Master's Program**

With the conceptual framework, "Preparing educators for diverse cultural contexts in the 21st Century," the School of Education graduate programs promote leadership, cultural responsiveness, reflection, and social advocacy. Regardless of the program area, faculty

members are committed to and passionate about preparing professionals who provide quality service to all students. Essential to the accomplishment of this purpose is the continuing vision to support candidates in developing the attributes of independent learning, originality of thought, competence in research, and the application of critical thinking.

The mission of North Carolina Central University’s School of Education is to prepare educational professionals to serve and inspire excellence in teaching, administration, counseling, communication, technology and other related services. Essential to our mission is the development of leaders who advocate for social justice and dedicate themselves to the well-being of a global community. The three goals of the School of Education are as follow:

1. The School of Education will produce highly skilled, culturally responsive, and globally aware professionals.
2. The School of Education will provide signature programs that are known locally, nationally, and internationally.
3. The School of Education will cultivate mutually beneficial, productive, collaborative partnerships in NCCU, the state, the nation, and around the globe.

## II. CHARACTERISTICS OF STUDENTS

### A. Number of Students Who Applied to the Graduate Educator Prep Program

<b>Gender</b>	<b>Number</b>
Male	23
Female	113
Gender Neutral	1
Gender not Provided	2
<b>Total</b>	<b>139</b>
<b>Race/Ethnicity</b>	<b>Number</b>
Asian	1
African-American	71
Am. Indian/Alaskan Native	0
Hispanic/Latino	1
Native Hawaiian/Pacific Islander	0
White	36
Two or More Races	4
Race/Ethnicity Not Provided	26
<b>Total</b>	<b>139</b>

### B. Headcount of students formally admitted to and enrolled in programs leading to licensure.

<b>Full-Time</b>						
	<b>Male</b>		<b>Female</b>		<b>Gender Neutral</b>	
<b>Graduate</b>	African-American	10	African-American	90	African-American	
	Am Indian/Alaskan Native		Am Indian/Alaskan Native	6	Am Indian/Alaskan Native	
	Asian	3	Asian	9	Asian	
	Hispanic/Latino		Hispanic/Latino	2	Hispanic/Latino	
	Native Hawaiian/Pacific Islander		Native Hawaiian/Pacific Islander	1	Native Hawaiian/Pacific Islander	
	White	7	White	104	White	
	Multi-Racial	2	Multi-Racial	3	Multi-Racial	
	Not Provided		Not Provided	2	Not Provided	
	<b>Total</b>	<b>22</b>	<b>Total</b>	<b>217</b>	<b>Total</b>	<b>0</b>
<b>Licensure Only</b>	African-American	1	African-American	4	African-American	
	Am Indian/Alaskan Native		Am Indian/Alaskan Native		Am Indian/Alaskan Native	
	Asian		Asian		Asian	
	Hispanic/Latino		Hispanic/Latino		Hispanic/Latino	
	Native Hawaiian/Pacific Islander		Native Hawaiian/Pacific Islander		Native Hawaiian/Pacific Islander	
	White		White	1	White	
	Multi-Racial		Multi-Racial		Multi-Racial	
	Not Provided		Not Provided		Not Provided	
	<b>Total</b>	<b>1</b>	<b>Total</b>	<b>5</b>	<b>Total</b>	<b>0</b>
<b>Part-Time</b>						
	<b>Male</b>		<b>Female</b>		<b>Gender Neutral</b>	
<b>Graduate</b>	African-American	7	African-American	44	African-American	
	Am Indian/Alaskan Native		Am Indian/Alaskan Native		Am Indian/Alaskan Native	
	Asian		Asian	2	Asian	
	Hispanic/Latino		Hispanic/Latino		Hispanic/Latino	
	Native Hawaiian/Pacific Islander		Native Hawaiian/Pacific Islander		Native Hawaiian/Pacific Islander	

	White	2	White	44	White	
	Multi-Racial		Multi-Racial		Multi-Racial	
	Not Provided		Not Provided	2	Not Provided	
	<b>Total</b>	<b>9</b>	<b>Total</b>	<b>92</b>	<b>Total</b>	<b>0</b>
<b>Licensure Only</b>	African-American		African-American	2	African-American	
	Am Indian/Alaskan Native		Am Indian/Alaskan Native		Am Indian/Alaskan Native	
	Asian		Asian		Asian	
	Hispanic/Latino		Hispanic/Latino		Hispanic/Latino	
	Native Hawaiian/Pacific Islander		Native Hawaiian/Pacific Islander		Native Hawaiian/Pacific Islander	
	White		White	1	White	
	Multi-Racial		Multi-Racial		Multi-Racial	
	Not Provided		Not Provided	1	Not Provided	
	<b>Total</b>	<b>0</b>	<b>Total</b>	<b>4</b>	<b>Total</b>	<b>0</b>

**C. Program Completers and Licensed Completers (reported by IHE).**

Program Area	Graduate		Graduate Licensure Only	
	PC	LC	PC	LC
PC Completed program but has not applied for or is not eligible to apply for a license				
LC Completed program and applied for license				
Prekindergarten				
Elementary				
Middle Grades				
Secondary				
Special Subjects				
Exceptional Children	14	5		
Vocational Ed				
Special Services	70	11	1	
<b>Total</b>	<b>84</b>	<b>16</b>	<b>1</b>	<b>0</b>
Comment or Explanation				

**F. Quality of students admitted to programs during report year.**

Measure	Graduate
MEAN GPA	3.32
MEAN MAT Electronic	N/A
MEAN MAT Written	N/A
MEAN GRE Electronic	N/A
MEAN GRE Written	N/A
MEAN NUMBER OF YEARS TEACHING EXPERIENCE	7.01
NUMBER EMPLOYED IN NC PUBLIC SCHOOLS	92
* To protect confidentiality of student records, mean scores based on fewer than five students are not printed.	
<b>Comment or Explanation:</b>	

### G. Scores of student teachers on professional and content area examinations.

Speciality Area/ Professional Knowledge	2018-2019 Program Completers Licensure Pass Rates		
	Number Taking Tests	Percent Passing	State Pass Rate
Spec Ed: Visually Impaired	4	*	100
Spec Ed: General Curriculum	6	17	76
Spec Ed: Adapted Curriculum	6	67	86
School Counselor	8	100	99
<b>Institution Summary</b>	<b>24</b>	<b>71</b>	<b>95</b>
* To protect confidentiality of student records, pass rates based on fewer than five students are not printed.			

### H. Time from admission into professional teacher education program until program completion.

	Full Time					
	3 or fewer semesters	4 semesters	5 semesters	6 semesters	7 semesters	8 semesters
Graduate Degree	1	40	17	2	19	1
Licensure Only	0	0	1	0	0	0

<b>Part Time</b>						
	<b>3 or fewer semesters</b>	<b>4 semesters</b>	<b>5 semesters</b>	<b>6 semesters</b>	<b>7 semesters</b>	<b>8 semesters</b>
Graduate Degree	1	2	4	1	7	5
Licensure Only	0	0	0	0	0	0
<b>Comment or Explanation:</b>						